

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

2 Elementary schools (includes K-8)

1 Middle/Junior high schools

1 High schools

0 K-12 schools

4 TOTAL

2. District Per Pupil Expenditure: 10683

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city

☐ Suburban school with characteristics typical of an urban area

☒ Suburban

☐ Small city or town in a rural area

☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7	76	73	149
1			0	8	77	56	133
2			0	9			0
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							282

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>14</u>
Special resource teachers/specialists	<u>3</u>	<u>6</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>3</u>	<u>8</u>
Total number	<u>20</u>	<u>29</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	97%	97%	96%
Daily teacher attendance	95%	95%	97%	97%	94%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	1%	0%

Please provide all explanations below.

Young staff with young children and influenza.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Chagrin Falls Exempted Village Schools district hosts students from the Village of Chagrin Falls, Chagrin Falls Township, South Russell, Bentleyville, Russell, Moreland Hills and parts of Bainbridge Township. The Village of Chagrin Falls serves as the center for these municipalities. Founded over 150 years ago, the community and schools are deeply rooted in tradition. Many Chagrin Falls alumni are currently parents of our middle school students. Our school district is well respected at the local, state and national levels. All our middle school teachers have masters degrees and are teaching in their license areas. Teachers, administration and parents team together to make the middle school experience a great one.

Chagrin Falls Middle School was built in 1999 as an attachment to the existing high school building in order to create a 7-12 campus. Our students were previously served at our current intermediate building. The building serves approximately 250 students and houses a cafeteria, gymnasium, two computer labs, a library, two rooms for multi-handicapped students and fifteen instructional classrooms. Our students attend art, music and consumer science in a space shared with the high school. A large part of our student success is due to the tremendous amount of parental support we receive through a variety of support organizations including: PTO, Booster Club, Music Lovers, Educational Foundation, Alumni Association, Dads Club and Open Parent Education Network.

The mission statement of the CFEVSD is simply to improve student learning. This powerful statement sets a high expectation for student learning, best practice instruction, professional development, and effective programming. Chagrin Falls Middle School offers a variety of advanced classes including Honors ELA, 7th and 8th grade Algebra, 8th grade Geometry and Biology. Students have an option to take Spanish, French or Chinese in both the 7th and 8th grades. All advanced courses are offered for high school credit. 90% of our students will continue on this college preparation track in our high school. This is one advantage to sharing a campus with the high school. Students with interest in the performing arts may choose to play an instrument in our strings or band program. Students also may sing in our grade-level choirs or in our select choir. Visual arts and web design courses are offered in both 7th and 8th grade. Special education students are provided a continuum of services that include full inclusion, small group instruction in a resource room, or one-on-one intervention with focus on specific IEP goals. Chagrin Falls Middle School invites all students to participate in extra-curricular activities. We offer several sports opportunities, a Principal Advisory Committee, Student Council, Power of the Pen and both newspaper and yearbook clubs. All students focus on community service projects that include: fundraising for pediatric cancer research, collection of canned goods for our local food pantry, Hoops for Hearts and Relay for Life. The staff has developed a character education program that includes a social skill of the week and our Circle of Friends curriculum. We offer a variety of experiences to create a middle school community that supports individual differences.

Many traditions promote the inviting atmosphere in the middle school. These annual traditions include: our Poe Haunted House and Shakespeare Festival hosted by the honors ELA classes for the entire school, our eighth graders travel to Washington DC during November to celebrate Veteran's Day; our social studies department hosts a history day and several of our students have artwork displayed at our district art show and our foreign language classes Christmas carol in Spanish, French, or Chinese. The choir, band and strings concerts perform twice each year.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The included test data reflects our state standardized tests given each year to our 7th and 8th graders. The Ohio Achievement Test is given in the spring of the school year and is the basis for our state report card. Seventh and eighth graders are consistently tested in reading and mathematics with tests in writing, science, and social studies also included in some years. Our state report card reflects four indicators of academic success: number of state indicators, performance index score, Adequate Yearly Progress, and a Value Added measure.

Chagrin Falls Middle School has consistently met each indicator on the report card which includes 75% passage on each test with attendance included as an indicator. Our percentages have remained steady over the past 5 years with a fluctuation of only a few percentage points.

Our Performance Index score of 104.8 (0-120) reflects the achievement of every student enrolled for the full academic year. The Performance Index Score is a weighted average of all tested subjects and grades. Our assessment results are divided into five score groups: limited (241-384), basic (384-399), proficient (400-440), accelerated (441-458) and advanced (459-530). The greatest weight is given to advanced scores (1.2) and the weights decrease for each performance level. A score of 104.8 indicates that the majority of our students scored in the advanced and accelerated range.

The state reports scores that are broken down into sub group information based on our demographic data. This determines if we have met Adequate Yearly Progress (AYP). The middle records data on two subgroups: white students and special education students. We have consistently made AYP over the past five years with our special education students making gains each year.

In the category of Value-Added the middle school met that requirement for three consecutive years in math. In reading Value-Added was made for two years consecutively. However, we failed to make Value-Added this past year. This has been the focus of our staff development for this school year.

The state report card for Chagrin Falls Middle School can be found at www.ode.state.oh.us.

2. **Using Assessment Results:**

We use all assessment results to drive instruction at the middle school. At the beginning of every school year the staff engages in data analysis of our OAT. At that time, we are able to reflect on specific standards and how those standards are being taught. This gives us an opportunity to develop common vocabulary lists, develop cross curricular lessons, and map out our curriculum with target strands for improvement. We look at our available resources and use our schedule to bring those resources to specific students. The data helps us determine remediation and enrichment possibilities, flexible grouping, and how to best utilize our intervention time.

The staff spends a great deal of time analyzing our Value-Added data. We identify specific students who are not making progress each year. This data drove the decision to add an extra period of language arts instruction. As noted by this data, our higher end students are not making the required progress. We are looking closely at identifying services and programming through our Response to Intervention (RTI) process.

Throughout the school year, we use data from our classroom assessments and from AIMS Web testing to drive instructional practices and monitor student progress. We are currently in the process of developing short

cycle or common assessments in every content area. We will house individual student data on a common drive so it will constantly be viewed. We meet weekly in grade level teams to discuss student progress and share instructional practices. All the data we analyze is used to support students through the RTI process.

3. Communicating Assessment Results:

Chagrin Falls Middle School uses a variety of methods to communicate building wide and student performance. Individual OAT results are sent home to all parents. Our building report card is posted on the district website and is published in our local newspaper. Results over the past three years can also be found on the district website. The middle school does a monthly newsletter with a focus on academic achievement. Test results are presented/discussed at PTO meetings, quarterly principal coffees, and monthly Board of Education meetings.

The middle school teachers post student grades on a web based program called Progress Book. Grade cards are distributed quarterly. Teachers will also post class notes, assignments, and outside reading suggestions and resources on Progress Book. The middle school schedules parent/teacher conferences twice per year and holds an annual Open House. These are all forums where academic progress and test scores are discussed.

4. Sharing Success:

Chagrin falls Middle School takes every opportunity to share student success. We celebrate as a staff at staff meetings and on professional development days. We recognize our students on our televised morning announcements and through our Paw Pack Program. Monthly newsletters recognize successful programming, student achievement and staff accomplishments. We regularly post good news on our district website and in the local newspaper.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Chagrin Falls Middle School offers a core curriculum of language arts, mathematics, science, and social studies. This curriculum is guided by The Ohio Content Standards which is our Board-adopted curriculum. Our fine arts and foreign language curriculums are based on The Ohio Content Standards and the National Standards. Our 7-12 curriculum departments meet monthly to review lessons and align curriculum and assessments. Technology and 21st century skills continue to be a large focus of curriculum in all content standards. Because it is a need for our middle schools students, we are currently integrating affective domain and character education into our academic day.

Our language arts instruction is currently scheduled for two periods. This additional time for language arts instruction allows teachers to engage in individual reading and writing conferences. Language arts teachers are able to deliver more effective small and large group lessons with more focus on specific text and writing pieces. All language arts curriculum is driven by state standards, and students are assessed regularly on specific benchmarks. We do offer honors language arts instruction for students who meet eligibility requirements.

Our mathematics instruction begins with appropriate student placement. We offer both 7th and 8th grade algebra for high school credit. Students may also take Advanced Applications as a seventh grader and geometry is offered in the 8th grade. All math curriculums adhere to the Ohio Content Standards and use a combination of teacher directed and cooperative lessons. Teachers use textbooks, teacher made materials and lessons designed by the Ohio Department of Education as resources to teach their curriculum. Teachers at the secondary level have aligned their curriculum and monitor student progress through periodic short cycle assessments.

Our science teachers at the middle school use an inquiry-based approach to teaching the Ohio 7th & 8th grade Science Content Standards. Like the other content areas the science teachers have aligned our secondary curriculum to reflect enduring understandings from grade 7-12. Science teachers are currently using textbook resources, lab materials and technology to deliver standards-based instruction. Student progress is monitored through a combination of performance based assessments and short cycle assessments.

Social studies instruction and curriculum has been mapped using the Ohio Content Standards. Curriculum is aligned 7-12 and assessments are based on enduring understandings. Students engage in group discussions performance based projects, and written assignments. Through higher level questioning, social studies teachers guide students to connect their learning to the real world. Our eighth grade students are given the opportunity to travel to Washington, D.C. as part of their social studies experience.

Our fine arts program at Chagrin Falls Middle School is exceptional. Students are offered experiences in art, PE, music, and foreign language. Our visual arts program develops award-winning, young artists as well as offers web design classes. Students may choose strings, band, or choir as part of our music program. Our foreign language department offers Chinese, Spanish, and French. Students may take foreign language in both 7th & 8th grade to earn high school credit. In all areas of our fine arts programming students are given the opportunity to showcase their talents to the community.

2b. **(Secondary Schools) English:**

(This question is for secondary schools only)

The English instruction at CFMS incorporates two periods of instructional time. This extra period was added in response to our Value-Added data. We have adopted the philosophy that all teachers are reading teachers. Thus we focus on and post reading strategies in every classroom. Our English teachers utilize instructional time to teach students Latin stems and identify words with those stems. Lists of learned Latin stems are posted in every classroom in the building. This is a great benefit to our lower functioning students in that they transfer learning into all other classrooms. English instruction includes reading and writing mini-lessons with

time during class for independent practice. Our English teachers often use other content area text or extended response questions as resources for their mini-lessons. This cross curricular teaching helps struggling readers grasp content vocabulary and concepts. English teachers engage students in individual reading and writing conferences on a weekly basis. All students are required to participate in book club groups that afford students the opportunity for personal choice, leveled books, and practicing comprehension skills. The teachers and librarian mentor and conference with students to help facilitate reading comprehension strategies and create a positive reading environment. Writing workshops often overlap with in-class and out of class text.

All our English classes are fully included with an intervention specialist available to support our lower functioning and special needs students. We offer a reading lab where students increase their fluency and comprehension. We also support reading and vocabulary in all content areas through this lab situation.

3. Additional Curriculum Area:

A large part of the middle school experience deals with social skills acquisition and character education. This is the age where students are learning more about themselves and growing into young adults. Although character education is not part of our core classes, we have worked hard to develop character building programming for our students. We believe our students are excelling academically because we have addressed these needs. We have put into place our Circle of Friends. This program gives positive student role models a chance to teach other students the skills necessary to have healthy relationships. Through teacher facilitated lessons, students practice making and maintaining friendships.

Our student development days are hosted one time per month. Each month has a different theme including study skills, diversity and tolerance, career education, anti-bullying, and internet safety. Students travel to mini sessions throughout the day. Each day ends with a whole group culminating activity and the students reflect on each of their experiences. Our students participate in a variety of community service projects including raising money for pediatric cancer research, Hoops for Heart, recycling, coat collections for needy children and volunteering for our local food bank. The projects are student initiated and student led. Students are recognized for their achievements in this area by becoming a member of our Paw Pack.

4. Instructional Methods:

The teachers at Chagrin Falls Middle School understand that, in order to teach middle school students, one has to reach middle school students. Our first job is to make connections and develop respect. We implement lessons that are engaging and differentiated for all students. This involves having a balance between teacher directed lessons, cooperative learning and independent practice. The middle school teachers have become proficient at using assessment data to group students so they are in situations where they feel successful. Students develop higher level thinking skills by asking teachers essential questions. Essential questions are seen in all classrooms in the buildings. Teachers differentiate their assessments through use of performance based tasks that accentuate student strengths. All instruction is based on enduring understandings developed by each 7-12 department.

Students are offered many opportunities for remediation. We have an intervention period built in the schedule two times per week. We are fully included in our math and English so students can receive extra support if necessary. We have available lab situations for students needing help in both math and reading. Through our RTI programming, we offer support for all students.

5. Professional Development:

The Chagrin Falls Middle School Staff is focusing on three areas of professional development. These initiatives include: Using technology in the classroom, Understanding by Design, and increasing Value-Added scores.

Many of the middle school teachers have attended Digital Academy I and others have moved on to Digital Academy II. Digital Academy is a district wide initiative where teachers meet one time per month for half day sessions. Topics include Power Point, podcasting, wikis, EDU 2.0 and other technology programs designed for the classroom. Each teacher who joins Digital Academy receives a laptop, mimeo, and projector for their classroom. In addition, one full day in February is dedicated to technology and 21st century skills.

Our district has eight two-hour early release days for professional development. We have devoted that time to developing enduring understandings in each content area in grades 7-12. Each staff member has worked independently on lessons using the Understanding by Design philosophy. We have brought those lessons together in departments in order to vertically align the curriculum. Teachers are currently developing common essential questions for their units. Eventually, these questions will become part of authentic common assessments. The UBD philosophy has contributed to the collaboration of teachers both horizontally and vertically.

In order to address our Value-Added scores, teachers are working together to develop intervention and enrichment strategies that will eventually become tiers in our Response to Intervention programming. This process has included research in best practice instruction, visiting schools with similar demographics, and sharing out effective teaching and assessment strategies.

Our district has also developed a wiki where teachers may post lessons and any related handouts. Teachers may engage in discussions regarding specific lessons and instructional strategies. This is an easy way to share new ideas and add variety to all classrooms.

6. School Leadership:

The common belief at CFMS is that we are all responsible for every child in this building. It is our responsibility to contribute positively to our learning community. Each staff member, including certified staff, is a stakeholder included in the decisions made in the building. The principal's role in the building is to facilitate student centered programming and remove barriers to student learning.

Chagrin Falls Middle School meets as a team every month. During these meetings we plan our student development days and discuss intervention and remedial strategies. Grade level teams meet weekly to review cross curricular lessons and discuss individual student progress. The principal attends these meetings and facilitates any new programming. The principal is considered an instructional leader by being in classrooms and by giving teachers consistent feedback. She conducts regular walk throughs in every middle school classroom.

The principal is responsible for broadcasting all our wonderful initiatives happening at Chagrin Falls Middle School. Principal messages in the newsletter, PTO meetings, and recognition in the newspaper and on the website are all part of sharing our success.

The principal at CFMS is invested in every student. Being visible in the building and developing a rapport with our students is all part of the belief that we are a community. Because the teachers are empowered to make decisions about their teaching they, empower the students to make decisions about their learning. Thus, we see academic success for all our children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Ohio Achievement Test

Edition/Publication Year: 2008-2009

Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
Proficient, Accelerated, Advanced	95	95	97	89	94
Accelerated, Advanced	50	55	50	56	69
Number of students tested	128	177	135	149	153
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
2. African American Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Accelerated, Advanced	86	73	95	44	67
Accelerated, Advanced	14	17	5	6	17
Number of students tested	21	30	20	18	18
5. Limited English Proficient Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					

Notes:

A score of 400 or higher (Proficient, Accelerated, or Advanced) meets the established performance standard on each test. A score of 399 or lower does not meet the performance standard. For scores below the Proficient level, the school is required to provide intervention.

Subject: Reading
Edition/Publication Year: 2008-2009

Grade: 7 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	
SCHOOL SCORES					
Proficient, Accelerated, Advanced	96	94	99	98	
Accelerated, Advanced	59	69	73	80	
Number of students tested	128	177	135	149	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
2. African American Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Accelerated, Advanced	100	83	95	89	
Accelerated, Advanced	14	40	50	56	
Number of students tested	21	30	20	18	
5. Limited English Proficient Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					

Notes:

A score of 400 or higher (Proficient, Accelerated, or Advanced) meets the established performance standard on each test. A score of 399 or lower does not meet the performance standard. For scores below the Proficient level, the school is required to provide intervention. 7th grade students were not assessed for reading in the 2004-2005 academic school year.

Subject: Mathematics
Edition/Publication Year: 2008-2009

Grade: 8 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
Proficient, Accelerated, Advanced	93	95	95	100	91
Accelerated, Advanced	58	60	65	73	65
Number of students tested	180	134	153	162	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
2. African American Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Accelerated, Advanced	66	89	72	95	61
Accelerated, Advanced	13	11	0	5	6
Number of students tested	32	18	18	20	18
5. Limited English Proficient Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					

Notes:

A score of 400 or higher (Proficient, Accelerated, or Advanced) meets the established performance standard on each test. A score of 399 or lower does not meet the performance standard. For scores below the Proficient level, the school is required to provide intervention.

Subject: Reading
Edition/Publication Year: 2008-2009

Grade: 8 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
Proficient, Accelerated, Advanced	97	98	98	97	96
Accelerated, Advanced	66	81	85	90	76
Number of students tested	181	134	153	162	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
2. African American Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Accelerated, Advanced	81	94	89	90	78
Accelerated, Advanced	16	11	22	20	17
Number of students tested	32	18	18	20	18
5. Limited English Proficient Students					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient, Accelerated, Advanced					
Accelerated, Advanced					
Number of students tested					

Notes:

A score of 400 or higher (Proficient, accelerated, or Advanced) meets the established performance standard on each test. A score of 399 or lower does not meet the performance standard. For scores below the Proficient level, the school is required to provide intervention.